

# Little Penguins Link Club

St. Elphin's Fairfield C E V A Primary School, Farrell Street, WARRINGTON, WA1 2GN

## Inspection date

Previous inspection date

17/10/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- All staff have a good knowledge and understanding of how children learn. This means that children are motivated and make good progress in this welcoming environment.
- Staff are good role models and treat children with kindness and respect. This ensures that children's behaviour is good throughout and they play happily with their peers.
- Very good partnerships with parents and the school, ensures good continuity and consistency for children's learning and development needs.
- Very good safeguarding policies and procedures are fully understood and implemented by all staff. Consequently, children are well protected and kept safe from harm.

### It is not yet outstanding because

- There is scope to further improve opportunities for children to play outdoors.
- There is scope to enhance resources and experiences, to promote diversity so that children gain further knowledge and understanding about the world around them.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children's arrival, snack time and both indoor and outdoor play activities.
- The inspector looked at a selection of children's individual records and all safeguarding documentation.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector held meetings with the registered provider, manager of the club and spoke to staff and children.

## Inspector

Lynnette Kobus

## Full Report

### Information about the setting

Little Penguins Link Club was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 25 children on roll; of these eight are in the early years age group. It is one of two provisions operated by an individual. The club operates from one classroom and has use of other facilities within the St. Elphin's CE Primary School, Warrington.

The club serves the school and is accessible to all children. It is open Monday to Friday term time, from 7.45am to 8.45am and 3.30pm to 6pm and during the school holidays between the hours of 9am and 4pm. There are five members of staff, of these; one holds a childcare qualification at level 2; one at level 3 and two hold Qualified Teacher Status, including the manager. The club receives support from the local authority.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- provide even more opportunities for children to choose how they play and enhance learning opportunities in the outdoor area
  
- enhance the range of resources and experiences offered to raise children's awareness of their similarities and differences and promote diversity.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Children arrive at the after school club with eagerness and enthusiasm. They enjoy themselves and have fun playing in a warm, welcoming, learning environment. This is because staff have a secure knowledge of how children learn and ensure that the range of activities provided, link closely to children's interests. In addition to this, staff gather good information from discussions with parents, school and the children on entry to the club. Staff make effective use of these discussions and their observations, to identify children's next steps in all required areas of learning. This information is used to inform weekly planning of the club, so that children make progress in their learning through their chosen play. Parents have opportunities to be involved in their children's learning and development through daily conversations with their child's key person as they drop off or collect their children.

Animated conversation between staff and children throughout the session successfully enhances their language development. Young children are confident to share their views and talk about the activities they enjoy. Children develop expressive language skills as they sit together and enjoy their snack. They talk with their friends and staff about activities they have enjoyed at school and about significant events in their lives, for example, recent birthday celebrations. Staff spend time with the youngest children, building their confidence. They interact effectively with children, extending their learning. For example, staff promote children's mathematical understanding when playing a board game as they encourage children to count the number of squares they must move their counter. Younger children enjoy exploring different toys and playing with older children to improve their social skills. There is a good balance of adult-led and child-initiated play and children have access to a range of resources and equipment in the learning environment. However, there are fewer activities and resources available to promote children's greater awareness of the wider diversities of society.

Children interact positively and confidently with staff and the prime areas of learning are well covered. Their communication and language skills are promoted well as staff use every opportunity to maximise interactions. For example, staff show how they talk to the children while they play, ask them questions and show them what to do during activities. An example of this was observed during outdoor play activities when staff joined in play with children, such as; 'musical statues' circle games and number games. These activities involved all children and staff differentiated language used, appropriate to each child's stage of development. In addition to this, staff commented on activities that young children participated in. For example, adding vocabulary, such as, 'you're very good at wriggling your hips' as children played with the hoop-la and 'let's take a photograph of what you have created.' This helps to improve children's knowledge and progress with their learning, while complementing the learning that takes place in school.

### **The contribution of the early years provision to the well-being of children**

Staff demonstrate how they provide a caring environment and the children form secure attachments with their key person. Children are confident and feel safe in the setting because the staff are nurturing and understand young children's needs very well. Therefore, children are confident to talk to them about what they are doing at school. Staff gather good information from parents about their child so that their care needs are well met. Parents comment that their children are 'so happy here that they don't want to come home'. This demonstrates that children feel safe and secure in the after school club. Staff act as good role models and work well as team to ensure children's safety and well-being is promoted at all times. For example, children understand how to keep themselves safe through practical daily routines and staff guidance. This results in children enjoying their experiences in the club and gain skills that support their learning at school.

Children's behaviour is good. Staff provide clear and consistent boundaries and offer children gentle reminders as they play, such as taking turns and being kind to one

another. Consequently, children play happily together. Children and staff sit as a group and enjoy the experience of eating their food together as they discuss their day and current interests. Staff provide very healthy snacks and drinks for the children and discuss the benefits of eating healthy foods. Children talk about the healthy foods that they enjoy and demonstrate they understand about making healthy choices. Staff encourage children to be independent by serving themselves at snack time. Children are learning about the need for good hygiene practices as they routinely wash hands before touching food and after visiting the toilet. Children enjoy outdoor play; however, there is scope to improve access to the outdoor area so that children can make greater choices about where they want to play to enhance their physical skills.

### **The effectiveness of the leadership and management of the early years provision**

Children's welfare is safeguarded well because the comprehensive policies and procedures are clearly understood and implemented by staff. For example, processes for recruiting, vetting and inducting new staff are rigorous and effective in ensuring that staff are suitable to work with children. The team are all very secure in their knowledge and understanding of child protection issues and are suitably trained. Staff understand their responsibilities to provide safe play environments for children. Children play in a secure, safe environment where staff complete daily safety checks and regularly review risk assessments to promote their welfare.

Parents are well informed about the club's policies and procedures and exchange information with their child's key person each day. They hold the club in high regard and appreciate that management seek their views. They are impressed by the way that staff successfully complement children's day through play-based activities while on school premises. Parents spoke to on the day were very happy with the setting, describing the staff as 'fantastic and very welcoming' and that their children 'love coming to the setting and see it as a home from home'. Overall, this is a strong and effective provision that provides a valuable service to working parents and a safe and fun environment for children.

Leadership and management is very good, because the management team, demonstrate a strong commitment to improving the out of school club. The manager and staff are enthusiastic and nurturing, which benefits all of the children in their care. They understand their responsibility to meet the learning and development requirements by providing good care and a range of activities that complement the children's school day. The manager works alongside her staff, gaining knowledge of what is working well and identifies areas for improvement. As a result, a good balance of adult-led and child-initiated activities are provided. Staff monitor the provision as a team during regular meetings and ensure that training needs for staff are met and this means that the skills of the staff match children's needs. The team demonstrates a strong capacity to sustain ongoing improvement.

Staff work closely with parents, schools and external agencies to ensure that all children's learning and development needs are met. The club has a very good partnership with the

school and an example of this is when children from the club attend a weekly assembly at the school to receive the 'Penguin of the week' award. This contributes strongly to children's continuity of care and learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY460757
<b>Local authority</b>	Warrington
<b>Inspection number</b>	914614
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	25
<b>Number of children on roll</b>	25
<b>Name of provider</b>	Sarah Jayne De Groot-Buckley
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01925 242 425

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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